

COMMON SCHOOL ADVOCATE.

PUBLISHED FOR GRATUITOUS CIRCULATION.

Published Monthly.

CINCINNATI, OHIO, AUGUST, 1839.

No. 32.

From the Educator.
BARON CUVIER.

We abridge from the Foreign Quarterly Review, the following narrative of the life and labors of this distinguished man.

The patient industry, with which in the privacy of retirement, he accomplished those stores of information, which he afterwards turned to such account, we would especially commend to the imitation of youth. There is a tendency in our age and country to premature display. Our youth are so eager to enter on the business of life, that they leave themselves not sufficient leisure for preparation, and this want of preparedness, fetters all their subsequent efforts. Cuvier lived in obscurity till his twenty-sixth year, and he died in his 63d, but how long a life was compressed into this brief space measured not by years, but by the durable memorials which he has left behind him.

"The early youth of this distinguished man was strongly imbued with sparks of the flame which burned so brightly in after life, and the naturalist, the legislator, and the statesman, may be seen and recognized in the boy, the student, and the tutor. Every circumstance of his young life seems to have had a strong bearing on the rest; his family had been the victims of religious persecution, and were much impoverished when driven to settle at Montbéliard; his delicate health gave him the habit of seeking amusement in quieter pursuits than those preferred by the stronger and more robust; he learned early lessons of discipline and order at the knees of his firm yet gentle mother; it was she who, while nurturing every good and moral feeling, and watching with judicious care and affection over the ailings of infancy till they were converted into an active and wholesome temperament, yet accustomed him to employment and obedience; she it was who taught him his first hymns, and took such advantage of his capabilities, that he always went to school better prepared with his tasks than any other of the pupils. Accordingly we find that one of the strongest feelings in Baron Cuvier's mind, was his unceasing affection for his mother, the admirable guide of his earliest years; and domestic happiness thus imprinted on his recollection, was sought for by him as the great solace of after-life.

Having distinguished himself at the schools of Montbéliard, George Cuvier became one of the candidates for the Theological University of Tübingen. The theme he composed on that occasion deserved to be rank-

ed among the highest of the contending productions, and every one round him felt certain that he would be chosen; the animosity however of one of the professors whom he had ridiculed in some youthful sally, prevented his entering the class elected for Tübingen, and his destination was consequently changed. This early disappointment and mortification were deeply felt by the young scholar, who had not lived long enough to know that what we consider misfortunes often prove the greatest blessings. Cuvier's, however, was not a mind to be baffled by one disappointment, however, severe; and as theological studies were now useless, he had more leisure for others; to one of these he devoted himself with a zeal and delight which amounted almost to a passion. Buffon had thrown over him a spell which he had also shed over so many others, by the eloquent magic of language, the richness of imagination, and the lofty importance which he attached to the study of natural history. Scarcely of an age to appreciate them to their full extent, the writings of this extraordinary man had yet taken fast hold of the youthful Cuvier; every spare moment was devoted to their perusal, and not only did he copy all the figures contained in the edition lent to him by a relative, but he even drew also the animals of which there were merely written descriptions. His drawings, which, however were not confined to the representation of animals, were laid before the Princess Royal of Wurtemberg, and honorable mention was made of his talents. The Princess was interested, and the reigning Duke, Charles of Wurtemberg, arriving soon after, she submitted the drawings to him. He sent for the boy, and on examining him, was so delighted with his answers, that taking him under his peculiar protection, he gave him a presentation to his academy at Stuttgart.

The school was military, the scholars wore uniforms, and were under the orders of a colonel and a major;* but the instructions were by no means confined to those of a military nature, classics, philosophy of all kinds, mathematics, commerce, the management of forests, finance, administration, medicine, law, the fine arts, oratory, metaphysics, natural history, in all its

*We particularly mention this, because a report has existed of M. Cuvier having at one time been in the army. The nature of that academy, and a visit once paid by him with his father to his former regiment, when on duty in the neighborhood, form the sole foundation for this report.

branches, and many other things were there taught, almost all of which were followed with ardor by young Cuvier, of whom it was even then remarked, he was not contented with merely skimming the surface, or learning by rote, but understood the philosophy of the sciences he studied.

Natural history was still a favorite pursuit, but it was considered by him as a relaxation from the severer subject of the law, the leading object of his mental exertions.—Four consecutive examinations in various branches of learning, embraced by the upper classes of the academy, and in which he eminently distinguished himself, procured him the Cross of Chevalier, an order of merit which was rarely bestowed, and which placed the wearer under the immediate direction of the Duke, as destined for the highest departments in the administration of his native country. That country, however, soon became disorganized; his patron was obliged to abandon it; and he himself, after a short visit to Montbéliard, accepted the office of tutor in the family of a nobleman in Lower Normandy. This was indeed a change when compared to the views in which Cuvier had been educated at Stuttgart; but the tutor in the house of the Count d'Hericy, was not a dependant; he was considered as a friend, had opportunities given him for his own improvement and mingled with the society which visited at the house. It proved in fact an advantage to the subject of our memoir, inasmuch as it became the stepping-stone to that career in which he afterwards immortalized himself. It was an advantage also in another sense, for it sheltered him in those times of anarchy and horror, when the good, the learned, and the innocent, were the especial victims of popular fury. In the quiet retreat of the Chateau de Fiquinville, his amusements consisted of drawing, dissecting, and examining various objects of natural history; and his vicinity to the sea caused him particularly to give his attention to the inhabitants of that element. Accustomed to examine every thing thoroughly, to follow it through all its bearings, to generalize the views to which it gave birth, to seize on its most important features, and patiently study the minutest details, not to lose himself in these, but by amassing, to gain a better comprehension of the whole; the few years thus passed had doubtless the happiest influence over the rest of Cuvier's life."

"It was in 1795 that our young naturalist was drawn from his obscurity. Ill health

and straightened circumstances, two heavy disappointments, the councils and cares of his admirable mother, his own excellent German education, and his intercourse at Stuttgart with those who were distinguished for character and talent, together with the quiet shelter of his Norman retreat, which gave time for digesting his rapid and extended course of study, and the opportunities thrown in his way for the indulgence of a taste already formed—all these had purified and prepared M. Cuvier for the glorious career which lay before him. The means by which he came to Paris were all the appearance of chance; a scientific and distinguished man, M. Tessier, had taken refuge from the turbulent scenes passing in the capital close to the Norman residence of M. Cuvier; a society established for the discussion of agricultural questions, of which the latter was secretary, naturally attracted the attention of a man whose life and labors had been devoted to it. M. Tessier was present at the meetings; the penetration of the young secretary soon discovered him, and the discrimination of the latter prompted him to write to his friends in Paris, stating that he had found a pearl in Normandy, and requesting their help in making its value known to the world. The perusal of some of M. Cuvier's writings inspired those friends with the same wish; the education of the pupil was now finished; M. Tessier offered him hospitality when it became safe to proceed to the capital; and the letters of Geoffroy St. Hilaire were most pressing. At the age then of twenty-six, this master of science entered the metropolis of France, where he made the most rapid steps towards the pre-eminence which he afterwards attained; natural history was no longer to form a relaxation to other studies, it was henceforth to be the business of his life; and thus was his destiny changed for the third and last time. He was immediately made a member of the Commission des Arts, through M. Millon de Grand Maison, then professor of natural history to the central school of the Pantheon, and at the earnest solicitations of M. Geoffroy, M. Mertrud, who had been appointed to the chair of comparative anatomy at the Jardin des Plantes, agreed to take him for his assistant; the more desirable, as it led to a residence on the spot. No sooner did Cuvier find himself thus established, than he sent for all who remained of his family, viz: his father and younger brother Frederick, who was married, to join him and share his approaching prosperity."

(To be continued.)

The longest life is no more than sufficient for a man to repent of his sins, to correct what is wrong, to put the soul in a proper posture for another world, and to become meet for the inheritance of the saints in life.

ZERAH COLBURN.

The following singular narrative appeared first in the Boston Daily Times. For the honor of humanity, we trust, such a father as Zerah Colburn's is a phenomenon of rare occurrence. We fear, however, that there are many even among ourselves who from selfish motives, deprive their children of education, by employing them at home, instead of sending them to school, during a portion, at least, of the year. May the punishment which even in this life followed this short-sighted cupidity in the case of Colburn, deter others from imitating his example. The talents of their children are a trust committed to the care of parents, for the use they make of which, they are responsible to God and their country.

ZERAH COLBURN.—No phenomena in the whole history of intellectual man, have been more remarkable than those attending the life of Zerah Colburn, whose death has been recently announced.

He was born at Cabot, Vermont, on the 1st day of September, 1804, and was the sixth child of poor but respectable parents. His father was a farmer, and he first discovered his son's peculiar faculty some time in August, 1810, the boy being then about six years old. The child had been at a district school only about six weeks, which comprised all his opportunity for education, and the first indication he gave of his uncommon command of numbers was by running through the multiplication table, while sitting on the floor of a carpenter's shop, and watching chips as they were thrown off by the tool.

He was taken to several places in Vermont, and was examined by distinguished men, who were astonished at his power, which was no less incomprehensible to them than to himself. By the advice of friends, his father was induced to take Zerah about for exhibition, though several capital offers were made (especially by Professor Adams of Dartmouth College,) to take him in charge and give him a complete education. All the offers were refused by the mercenary spirit of the father.

In Boston the father received a munificent offer to educate the boy, which his mercenary temper induced him to refuse. Jas. Perkins, Dan. Sargeant, Josiah Quincy, Isaac P. Davis, Wm. Sullivan, and W. S. Shaw, agreed to contract with the father, to raise \$5000 by subscription, and without exhibition, one half of which should be given to the father, and the other half applied to the education of the child, under the direction of trustees, although the father should be allowed to be with, and have the personal charge of his son. This offer was refused.

Zerah was soon taken to England, where he excited as much wonder as he had done here. The desultory character of his fa-

ther, however, ruined his prospects, and made enemies. After travelling through the United Kingdoms, receiving much money, and borrowing more, this wicked father took the boy to France, where, in 1814, without giving any intimation of his name, person, or character, he was taken to Dr. Gall, the father of phrenology, who immediately remarked upon the prominence of the organs of number, and desired to take a mask of his face. Here, also, great astonishment was excited, and vast sums of money taken by the exhibition or received in loans; but was all expended, and they returned in poverty and distress to England.

In July, 1816, the Earl of Bristol, with a princely liberality, took up the patronage of the boy, with the hope that, in the course of a good education, he might be enabled to reveal the secret of his mysterious power of computation. He offered to pay the expenses of his education at Westminster, and in the mean time, to allow the father twenty-five pounds per annum. At this institution they had a quarrel and left on account of the practice of *flogging*, and went to the Rev. Mr. Bullen, in Buckinghamshire, where the Earl of Bristol consented still to defray the expenses of private tuition.

Zerah was taken from Mr. Bullen's in 1819, on account of some freak of his father, and was taken to Edinburgh to be prepared for the stage. After studying some time with several actors, with whom it was impossible for the father to agree, Zerah was put under the care of Charles Kemble, and received lessons from him.—He was taken round to Ireland and the provincial theatres without success, during 1820 and 1821, and in 1822, having been reduced to destitution, application was made to the Earl of Bristol for farther assistance. The Earl very properly said he would do nothing for the father, but separate and independent of him or his control, he would assist the son, then 18 years old.

Compelled to labor by necessity, Zerah in that year took a small school in the country, which he continued until near the death of his father, which happened in February, 1824, and in May, by the renewed liberality of the Earl of Bristol, he sailed for this country.

There is nothing more to relate of Zerah Colburn but that he has lived in Vermont ever since, a Methodist clergyman, with no distinction or eminence of any kind. His talents were far below mediocrity as a scholar and as a thinker. He had not even the gift of clear conception or strong expression of thoughts, but dwindled down into one of the lower classes of those, who, though pious and useful to a certain extent in the ministry, are not enabled to shine.

His power of calculation was lost some time before he left England. The secret of its origin and end rests only with his Maker.—*Boston Daily Times.*

A SUPPLICATION TO THE PEOPLE OF THE UNITED STATES.

(Concluded.)

About SIXTY THOUSAND SLAVES, OWNED by the PEOPLE OF THE UNITED STATES, make the following *supplication* to their masters, not for *emancipation*, but for the *amelioration* of the condition of certain individuals of their race.

Point—allows that in some respects he is of very minute importance; but asserts that in others he is of the greatest consequence, as in an argument, for instance. He is, in zeal, the *sharpest* of all those who have entered into the present subject of *Amelioration*. *Point* is determined to prick forward in the cause, till he shall be no longer blunted and turned away from his aim, and robbed of his very nature, in the *measure* you here perceive—*Pint*. Do not disappoint your injured servant, indulgent masters.

Philadelphia—takes off his broad-brim, and, in the softest tones of brotherly love, implores the people of the United States to cease calling him by that harsh, horrid and un-brotherly name,—*FELLY-DELPHY*. It deprives him of his significance, and ancient and honorable lineage, as every Greek scholar well knows. "Oh!" cries the city of "Brotherly Love," in plaintive, but kindly accents,—“do understand the meaning—behold the amiableness—hearken to the melody, and respect the *sincerity* of *Philadelphia*.”

Potry—What a halo of glory around this daughter of Genius, and descendant of Heaven! Behold how she is rent asunder by many a pitiful proser, and made to come short of due honor. *POTRY*—Apollo and the Muses know nothing about *Potry*!

Quench,—that renowned extinguisher, whom all the world can't hold a candle to, is himself very much *put out*, now and then, from this cause,—some people permit that crooked and hissing serpent *S* to get before him and coil round him, while he is in the hurry of duty, as you here see—*SQUENCH*; and sometimes they give him a horrid black *I*, thus—*Squinch*.

Rather—is universally known to be very nice in his preferences, and to be almost continually occupied in expressing them. Be it as universally known, then, that he is disgusted beyond all bearing at being called—*RUTHER*. Oh, how, from time immemorial, has this choice character suffered from the interference of *U*, ye masters!

Sauce—has a good many elements in him, and, above all, a proper share of self-respect. He thinks he has too much spice and spirit to be considered such a flat as this indicates,—*Sass*.

Saucer—complains that he is served the same *sass*. Between them both, unless there is something done, there may be an overflow of *sauiness* to their masters.

Scarce—is not a very frequent complainant of any thing—but he is now constrained to come forward and pour out more plentifully than common. He complains that certain *Nippies*, both male and female, and hosts of honest imitators, call him *Scurce*, thinking it the very tip of gentility. He will detain you no longer, gentlemen and ladies, for he prefers to be always—*Scarce*.

Such—does not complain of mistaken politeness, but of low and vulgar treatment like this—*Sich*.

Since—has been crying out against the times, from the period of his birth into English. It is abominable that a character of such vast comprehension, should be so belittled. He embraces all antiquity—goes back beyond Adam,—yea, as far back into the unbeginningness as you could think in a million of years, and unimaginably further. And Oh! his hoary head is bowed down with sorrow at being called by two-thirds of the American people, *SENCE*. It is hoped that all the Future and all the Past will be—*SINCE*.

Spectacles—those twin literati, who are ever poring over the pages of learning, raise eyes of supplication. They say that they cannot *look* with due respect upon certain elderly people, who *pronounce* them more unlettered than they really are, as you may perceive without looking with their interested eyes—*SPETACLES*. Venerable friends, pray *c* us, *c* us,—and give us our due in the matter of letters, and cry—*Spectacles*.

Sit—has been provoked to stand up in his own behalf, although he is of sedentary habits, and is sometimes inclined to be idle. He declares he has too much pride and spirit to let that more active personage—*SET*—do all his work for him. “*Set still*,” says the pedagogue to his pupils—and parents to their children. “*Set down*, sir,”—say a thousand gentlemen, and some famously learned ones, to their visitors. “The coat *sits* well,” affirms the tailor. Now all this does not *sit* well on your complainant, and he *sets* up his Ebenezer, that he should like a little more to do,—especially in the employ of college-learned men, and also of the teachers of American youth. These distinguished characters ought to *sit* down, and calculate the immense effect of their example in matters of speech.

Sat—makes grievous complaint that he is called *Sor*. He begs all the world to know that he hath not redness of eyes, nor rumminess nor brandiness of breath, nor flamingness of nose, that he should be degraded by the drunkard's lowest and last name—*Sor*. The court *sat*,—not *sot*,—the company *sat* down to dinner—not *sot* down; but “*verbum sat*,” if English may be allowed to speak in Latin.

Shut.—This is a person of some importance;—and, although your slave, is a most exclusive character, as is said of the ultra-fashionables. He is, indeed, the most deci-

sive and unyielding exclusive in the world. He keeps the outs out, and the ins in, both in fashionable and political life. He is of most ancient, as well as of most exquisite pretensions,—for he kept the door of Noah's ark tight against the flood. Now this stiff old aristocrat is made to appear exceedingly flat, silly, and undignified, by being called, by sundry persons,—*SHET*. “*Shet* the door,” says old Grandsire Grumble, of a cold, windy day. “*Shet* your books,” says the schoolmaster, when he is about to hear the urchin spell. “*Shet* up, you saucy block-head,” cries he, to young Insolence. This is too bad! It is abominable! a schoolmaster, the appointed keeper of orthographical and orthoepical honor,—letting fall the well-bred and lofty-minded—*SHUT*—from his guardian lips, in the shape of *Shet*. Oh! the plebian! Faithless and unfit pedagogue!! He ought to be banished to *Shet-land*, where by day he should battle with Boreas, and teach A. B. C. to the posterity of Triptolemus Yellowley's ass; and where by night his bed chamber should be the un-*shut* North,—his bed the summit of a snow-drift,—his sheets nothing but arctic mists,—and his pillow the fragment of an iceberg!! Away with the traitor to *Shet-land*! O most merciful American masters and mistresses! *Shut* has no relief or safety from the miserableness of *Shet*, but in *U*.

Told—is a round, sounding preterite, that is real music in a singing school—it will bear such a round-mouthed thunder of voice. He feels the dignity of his vocation, and asks not to be kept out of use by such bad grammar as this—*TELLED*. “He *telled* me so-and-so.” Pshaw! that renowned talker and servant of old Peter Parley, *TELL*, declares that no one has ever derived existence from him by the name of—*TELLED*. Pray, masters and mistresses, don't now forget what you have been—*TOLD*.

Yes,—that good-natured personage, affirms that were he not of so complying a disposition, he would henceforth be *no* to every body who should call him—*Yis*. To this pleasant hint, ye kindly ones, you cannot but say *Yes*—*YES*!!

Finally, Harken! There is a voice from the past. It is the complaint of departing *YESTERDAY*. He cries aloud—Give ear, O. To-day, and hear, hear, O. To-morrow! Never, never more, call me *Yisterday*!

We have thus presented you, Sovereign Owners, with the complaints and groans of a considerable number of our race. There are, doubtless, many others, who are also in a state of suffering, but who have uncommon fortitude, or too much modesty, to come forward publicly, and make known their trials to our whole assembled community. Should the abuse of any such happen to be known to you at any time, we pray that the same consideration may be given to them as to the rest. Your supplicants fear that they have wearied your patience. Never-

theless, we must venture a little further in our poor address. Please, then, to lend us your indulgence, a few moments longer.

There is one family in the country, of whom it is difficult for your supplicants to speak with any degree of calmness, or with that charity proper to be exercised towards frail human nature. We mean the DOWNING family. There is no abuse of language too gross for them. They torture words into such unnatural shapes that the stretchings and disjointings of a Catholic Inquisition would be a pleasure in comparison.—They make short, long, and long, short, without mercy. O! what agony in their spelling! An ignorant child might mangle us in orthography, with innocence, as he might stick pins through flies, or pull their wings off, not dreaming of the torture he inflicts; but when a man,—a statesman,—a military man, and a *Great* man, like the indomitable, the super-heroic and immortally renowned JACK DOWNING, is thus barbarous and butcherly on the servants of his lips and pen, it is above

"All Greek, above all Roman fame,"

in the treatment of slaves. But we will not dwell on the misdoings of the Major, in a vain spirit of vindictiveness. He is dead and gone, according to the record of the Portland Courier, "away down in Maine." But, alas! his works remain, disseminating their Vandal influence. Therefore, we earnestly entreat the free, and ought-to-be-enlightened people of the United States, to arise, all as one, in this great cause of *Letters*, and hunt up and gather together all the writings of said JACK DOWNING, and make ashes of them, to be trodden under foot, so as never more to come near any body's head in the shape and quality of *LETTERS*. We entreat, also, that the similar writings of his relation,—"*Sargent Joel*," and the rest,—and all other *Il-literati* of like stamp, may be put, ashes to ashes, with the Major's. Still further, in behalf of sound learning and ourselves, we beg that all remaining members of the *Downing* family, may be sought out by the protecting hand of Public Justice, and hurled into that original nothingness, from which, without father or mother, they rose. Or, if the following process shall be deemed of greater utility, we desire that it may be adopted instead, viz:—Let all parents and school-teachers take the aforementioned *Il-literature*, and point out to their children and pupils all the abuses of good grammar and correct spelling therein to be found. Let these abuses be made a sign and a warning to them, never to be guilty of the same. Let this be done, and we will cease from our maledictions on the Downingville heroes and heroines. Yea, we prefer that the last suggestion should be carried into effect. Let the Major, the Sargent, Ezekiel Bigelow, and all the rest of them, live in their works. Who knows but that they are even more beneficent and

wise than the world and ourselves have ever dreamed. On reflection, we are more and more inclined to the opinion, that we have been designedly abused in said writings, on purpose to excite public attention and commiseration towards similar abuses experienced by us, every day, from thousands and indeed millions of others in this country. If this after-thought be true, we most cordially take back whatever of severity we may have indulged towards these deep-planning benefactors. We cannot but entertain agreeable anticipations. From the unfound boundary of remotest Maine; yea, from the furthestmost point of "Away down East," to the Southwesternmost corner of that *Hurrah-Land*, called Texas—we extend our visions of amelioration. We behold pedagogues and parents making use of the *Downing* writings as a text-book, whereby to illustrate the bad usage of their faithful servants, ourselves. Or at least we behold them watching the bad habits of their own lips, and most sedulously correcting the bad habits of the young as often as they may appear. Now, Sovereign Masters and Mistresses, and Rightful Owners, shall these visions of hope be realized? Shall the condition of our suffering brethren be ameliorated? Shall the era of good grammar, correct spelling, and proper pronunciation, be hastened forward by some benevolent exertions? Shall the present abuses be transmitted to the future or not? Shall the Golden Age of Speech speedily come, and last evermore?

That such improvement in their condition may be vouchsafed, is the humble prayer of your supplicants;—all whose names, being too numerous to be here subscribed, may be found recorded in Webster's great dictionary.

THE DESERTED CHILDREN.

"I will record in this place," says Mr. Flint, in his travels in America, "a narrative that impressed me deeply. It was a fair example of the cases of extreme misery and desolation that are often witnessed on the Mississippi river. In the Sabbath school at New Madrid we received three children, who were introduced to that place under the following circumstances. A man was descending the river with three children in his pirogue. He and his children had landed on a desert island on a bitter snowy evening in December. There were but two houses, and these at a little prairie opposite the island within a great distance. He wanted more whiskey, although he had been drinking too freely. Against the persuasions of his children, he left them, to cross over to these houses and renew his supply. The wind blew high, and the river was rough. Nothing could dissuade him from this dangerous attempt. He told them he should return that night. He left

them in tears, and exposed to the pitiless peltings of the storm, and started for his carouse. The children saw the boat sink before he had half crossed the passage—the man was drowned.

"These forlorn beings were left without any other covering than their own scanty ragged dress, for he had taken his blankets with him. They neither had fire nor shelter, and no other food than uncooked pork and corn. It snowed fast, and the night closed over them in this situation. The elder was a girl of six years, but remarkably shrewd and acute for her age. The next was a girl of four, and the youngest a boy of two. It was affecting to hear her describe her desolation of heart, as she set herself to examine her resources. She made them creep together, and draw their feet under their clothes. She covered them with leaves and branches, and thus they passed the first night. In the morning, the younger children wept bitterly with cold and hunger. The pork she cut into small pieces. She then persuaded them to run about, setting them an example. Then she made them return to chewing corn and pork. It would seem as if Providence had a special eye to these children, for in the course of the day some Indians landed on the island and found them, and as they were coming up to New Madrid, took them with them."

HINTS ON EARLY EDUCATION.

1. Judicious mothers will always keep in mind that they are the first book read, and the last laid aside in every child's library. Every look, word, tone and gesture, nay, even dress makes an impression.

2. Remember that children are men in miniature—and though they are childish, and should be allowed to act as children, still all our dealings with them should be manly, though not morose.

3. Be always kind and cheerful in their presence—playful, but never light; communicative, but never extravagant in statements, or vulgar in language or gestures.

4. Before a year old entire submission should be secured; this may be often won by kindness, but must sometimes be exacted by the rod, though one chastisement I consider enough to secure the object. If not, the parent must tax himself for the failure, and not the perverseness of the child. After one conquest, watchfulness, kindness, and perseverance will secure obedience.

5. Never trifle with a child nor speak beseechingly to it when doing any improper thing, or when watching an opportunity to do so.

6. Always follow commands with a close and careful watch, until you see that the child does the thing commanded—allowing of no evasion nor modification, unless the child ask for it, and it is expressly granted.

7. Never break a promise made to a

child, or if you do, give the reason, and if in fault, own it, and ask pardon if necessary.

8. Never trifle with a child's feelings when under discipline.

9. Children ought never to be governed by the fear of the rod, or of private chastisement, or of dark rooms.

10. Correcting a child on suspicion, or without understanding the whole matter, is the way to make him hide his faults by equivocation or a lie, to justify himself—or to disregard you altogether, because he sees that you do not understand the case, and are in the wrong.

11. When a child wants that which it should not have, or is unwilling to do as the parent says, and begins to fret, a decided word spoken in kindness, but with authority, hushes and quiets the child at once; but a half yielding and half unyielding method only frets and teases the child, and if denied or made to obey, ends in a cry.

12. It is seldom well to let the child "cry it out," as the saying is. If put in a corner or tied to your chair, it should not be to cry or make a noise. Indeed, crying from anger or disappointment should never be allowed. A child soon discovers that its noise is not pleasant and learns to take revenge in this way. If allowed to "vent their feelings" when children, they will take the liberty to do so when men and women.

13. Never allow a child to cry or scream on every slight occasion, even if hurt, and much less when by so doing it gratifies a revengeful or angry spirit. This should be specially guarded against in infants of ten, twelve, or eighteen months old, who often feel grieved or provoked when a thing is denied or taken from them.

14. Never reprove a child severely in company, nor make light of their feelings, nor hold them up to ridicule.

15. Never try to conceal any thing which the child knows you have, but by your conduct teach him to be frank and manly and open—never hiding things in his hands nor slyly concealing himself or his designs.

16. Kindness and tenderness of feeling towards insects, birds, and the young, even of such animals as should be killed if old (excepting poisonous ones) are to be carefully cherished.—*Ten. Farmer.*

DEMOCRACY OF THE BIBLE.

In the June number of the *Christian Review*, is a most able article on the "Progress of the Democratic Principle"—not wild, or ultra, but maturely considered, and wisely and justly expressed; bearing marks indeed, it seems to us, of the mind of President Wayland, who is well known among the contributors to this work. Be that as it may, we extract the following passage. The author is discussing the right means to be used for promoting true Democracy:

"One of these means is the diffusion of scriptural knowledge. There is no book, in

any language, which so effectually secures the interests of the people, as the New Testament. The strain of its superlative teaching is always in support of the popular rights. Its principles are throughout irreconcilably opposed to tyranny and oppression. Its pages reiterate the sentiment of man's essential equality; leading our minds constantly upward to that high range of contemplation, which places us all, rich and poor, all of every grade, social, political, and intellectual, on a perfect level before that Being, in whose presence every human distinction vanishes. In one word, though it does not interfere with existing governments, but on the contrary enjoins submission to them, it breathes the spirit of true enlightened democracy, in all its parts.—What could more justly lay claim to this praise, than the principle, so frequently taught, that we are to regard every man as our brother; and that, viewing him in this light, we are to do to him as we would wish him to do to us? This is one of the corner stones of democracy, sufficient to defend it against the imperious claims of aristocratic pride, and the encroachment of monarchy and despotism. Let all imbibe this principle, and what we have been contemplating as making *progress*, will soon be gloriously consummated. Were further encomium necessary upon the New Testament, as to its republican tendency, we might add, that the great Personage who shines throughout the book, like a superior orb, and from which the lesser stars, revolving in their golden urns, draw light, that Being who gives the tone and character of the book, cherishes the interests of the people. Hence, the common classes heard him gladly. With them he mostly mingled, in social intercourse. Among them he chose his most intimate friends. Out of their ranks he called the men who were to propagate his doctrine. On them he leaned to accomplish his great purpose of benevolence. His conduct, throughout, was strongly tinged with the spirit of enlightened democracy. It is not meant, that he favored any political creed, or arrayed himself as a partisan to any political question, but that his sympathies were invariably with the people; his influence steadily exerted to raise, instruct and benefit them, and his sternest rebukes administered to those who would mislead, injure, and oppress them. Such a book would naturally breathe into its readers a spirit favorable to popular ascendancy. Such has always been its effects."

CATCHING BIRDS IN KIANAL.

The native boys lay themselves flat on their backs on the ground, and cover their whole bodies with bushes, and the campanulate flowers of which the birds are in search. One of these flowers is held by the lower portion of the tube between the finger and thumb; the little bird inserts his long curved

bill to the base of the flower, when it is immediately seized by the fingers of the boy, and the little flutterer disappears beneath the mass of bushes. In this way dozens of beautiful birds are taken, and they are brought to us living and uninjured.

MONEY.

The earth and sea we traverse o'er,
From pole to pole, from shore to shore,
And nature's latest springs explore,
For money.

Through boilings deep incessant ply,
And burning sands, a torrid sky,
Eternal polar frosts defy,
For money.

The surges dread of wind and wave,
That round his bark tremendous rave,
The hardy sailor dares to brave,
For money.

The merchant's hope, the happy gale,
To waft from far the cumbrous bale,
And watch the lucky hour of sale,
For money.

The peasant makes his humble bow,
And daily plies the spade or plough,
With sweat distilling from his brow,
For money.

Though patriot-like he puff and swell,
As if he had the heart of Tell,
The Statesman will his country sell,
For money.

The spring of virulent debate,
The wayward strife and vengeful hate,
And war, the curse of many a state,
Is money.

Hard, gripping misers, lank and bare,
Denied of rest, and needful fare,
Torment their narrow souls with care,
For money.

The fortune hunter heaves a sigh,
And for his mistress feigns to die;
But what has won his heart and eye?
Her money.

The nabob, lo! the heir at end,
And crowds of spacious, supple friends;
But mark their secret selfish ends—
His money.

The advocate expounds the laws,
Right slyly twists a knotty cause,
And warmly pleads his client's cause,
For money.

The doctor makes his deep surmise,
Affects to seem most wondrous wise,
His learned recipe supplies,
For money.

The quack proclaims unerring skill,
Prescribes his universal pill,
Will wound, or heal, or cure, or kill,
For money.

The shuffling gambler packs the deck,
And knave and villain forge a check;
The thief and footpad risk their neck,
For money.

The assassin, nor in rage nor strife,
Whets and conceals the bloody knife,
And coolly spills the sacred life,
For money.

O money! source of weal and woe,
Our very friend, our deadly foe;
More precious wealth let's ne'er forego,
For money.

OLD FATHER MORRIS.

The manner in which this aged New England clergyman illustrated some topics, is shown in the following extract from an article in the *Lady's Book*, written by Mrs. H. B. Stowe:

"Sometimes he would give the narrative an exceedingly plain turn, as one example will illustrate.

"He had noticed a falling off in his little circle, which met together for social prayer; and took occasion the first time he recollected a tolerable audience to tell concerning the 'Conference meeting which the disciples attended,' after the resurrection.

"But Thomas was not with them," said the old man in a sorrowful voice. "Why, what could keep Thomas away?" "Perhaps," said he, glancing at some of the backward auditors, "Thomas had got cold hearted and was afraid they would ask him to make the first prayer; or perhaps," said he, looking at some of the farmers, "Thomas was afraid the roads were bad; or perhaps," he added after a pause, "Thomas has got proud, and thought he could not come in his old clothes." Thus he went on; and, significantly summing up, with great simplicity and emotion he added, "but only think what Thomas lost, for in the middle of the meeting the Lord Jesus came and stood among them! How sorry Thomas must have been!" This representation served to fill the vacant seats for sometime to come.

"Father Morris sometimes used his illustrative talent to a very good purpose, in the way of rebuke. He had on his farm a fine orchard of peaches, from which some of the ten and twelve year old gentlemen helped themselves more liberally than the old man thought expedient.

"Accordingly, he took occasion to introduce into his sermon one Sunday, in his little parish, an account of a journey he once took, and how he saw a fine orchard of peaches that made his mouth water to look at them.

"So," says he "I came up to the fence, and looked all around, for I would not have touched one of them without leave for all the world. At last I spied a man, and says I,

"Mister, won't you give me some of your peaches?"

"So the man came and gave me nigh a handful. And while I stood there eating, I said,

"Mister, how do you manage to keep your peaches?"

"Keep them?" he said, and he started at me.

"What do you mean?"

"Yes," said I, "don't the boys steal them?"

"Boys steal them?" said he, "no indeed!"

"Why, sir," said I, "I have a whole lot full of peaches, and I cannot get half of them," (here the old man's voice grew tremulous,) "because the boys in my parish steal them so."

"Why, sir," said he don't their parents teach them not to steal?"

"And I grew all over in a cold sweat, and told him I was afraid they didn't.

"Why, how you talk!" says the man; "tell me where you live."

"Then," said Father Morris, (the tears running over,) I was obliged to tell him I lived in the town of G."

"After this Father Morris kept his peaches."

THE TEACHER'S INFLUENCE.

Said the distinguished philosopher and statesman, De Witt Clinton: "The situation of a teacher, in its influence on the character and destinies of the rising and all future generations, has neither been fully understood or duly estimated."

We have in the United States no less than 95,000 common school teachers, who are daily educating 4,000,000 of children—each one of whom is to be *Citizen King*.

Who has measured the influence of these teachers? Whatever their learning and character may be, they will impress their likeness upon the children. He is the model, the criterion of the young minds, who imitate the teacher's gait, looks, speech and manners. While impressions are readily made they sympathise with his feelings, and adopt his opinions. The common school teachers give this nation its character and education.

Much is said of the influence of the Press, of the Clergy, and of party spirit; but the influence of the teachers is stronger and more lasting than all.

But who is watching this influence? Who measures it? Who is striving to make it higher and holier?

It is controlling more mind than the press and the pulpit—shaping the destinies of this republic every moment; and yet, what is either learning, or religion, or legislation, doing to enlighten or purify it?

Said M. De Fellenberg, while pointing to three hundred young men under his instruction: "these teachers are the great engine to regenerate Switzerland."

As teachers have the growing minds and hopes of the nation in their hands, they are the depositories and trustees of its prosperity and happiness. The school master either mends what nothing can mar, or mars what nothing can mend.—*Common S. Advocate*.

AN HONORABLE CHARACTER.

The following incidental notice of the richest of the long race of wealthy Salem merchants, is from the pen of the editor of the *Boston Mercantile Journal*, who formerly sailed in his service:

The late William Gray, by his successful mercantile career, well illustrated the truth of the homely adage, "Honesty is the best policy." His ships were found in every sea, deeply laden with the products of every

country. Although bold in his speculation, he was prudent in his calculations—and fortune smiled upon his undertakings. But William Gray was, emphatically speaking, *an honest man*. Not a dollar of his immense wealth was acquired by violating directly or indirectly the laws of any country. Having on a number of occasions, had charge of large amounts of property belonging to him, we have had abundant opportunities of knowing the manner in which he transacted his commercial operations—and we have often had occasion to admire the *stern integrity* which formed a prominent feature in his character.

The agents or shipmasters whom he employed, were cautioned in the plainest language, against infringing in the slightest degree upon the revenue laws of any nation—and if it came to his knowledge that his orders in this particular had not been strictly obeyed, even if the departure from the straight line of rectitude had been dictated solely by the desire of the captain or supercargo to promote the interests of his employer, the offender was promptly dismissed with disgrace from his service. And this was but a part of the system of integrity which entered into *all* his actions, and which should always constitute the basis of the character of mercantile men.

EARLY RISING CONDUCIVE TO HEALTH AND LONGEVITY.

The first sensation of drowsiness is nature's call for sleep. Waking shows the body is rested.

After the degree of strength, of which the system is capable, is restored by sleep, longer stay in bed only relaxes. He perverts reason, who by habit or artificial excitement, keeps awake so late that he is not ready to rise at day break, nature's undoubted signal for quitting repose, obedience to which secures desire of rest at the fit hour. Some people close their shutters against it.

George III. consulted his household physicians, separately, as to the modes of life conducive to health and longevity; as to the importance of early rising, there was full coincidence. Old people, examined as to the cause of longevity, all agree that they have been in the habit of going to bed early and rising early.

We lose vigor by lying a bed in health, longer than for necessary sleep; the mind is less tranquil, the body less disposed for refreshing sleep, appetite and digestion are lessened. Few things contribute so much to preserve health and prolong life, as going to bed early and rising early.

Bos. Med. Intel.

It is a reprehensible practice, in many parents, to prevent their younger children from acquiring the pleasant habit of early rising, for the purpose of "*keeping them out of the way in the morning*." The habit of

rising at daybreak or earlier during the winter season, and *washing the face and hands with cold water*, ought to be enjoined as an indispensable duty in every public school, or domestic nursery.

Rising early is not only a healthy and agreeable habit, and *cheap*,—and easy to preserve, when once acquired,—but *profitable*,—and generally absolutely *necessary* to success, in the pursuit of wealth, prosperity, and happiness.

Mr. John M'Load, the proprietor and principal of the Central Academy, at Washington City, has given an example worthy of universal imitation, and demonstrated how easily children can be led into the path of duty by *rewards* and proper discipline. His pupils rise *voluntarily* and constantly at day light or earlier. J. T.

BLACKSTONE.

Young writers may study with advantage the nervous and lucid style of this work, its entire freedom, from all superfluous words and meretricious ornaments. Style is one's peculiar manner and relating his thoughts. That of some authors is striking and quite their own; of others, is less perceptibly different from ordinary narrations. The first is easily imitated; the latter is by far preferable and more difficult of attainment, where its peculiarity does not consist in any unnatural disposition of sentences, or the selection of uncommon words, but in the plain, clear, and artless way in which the treasures of an observing and intelligent mind are displayed to the easy comprehension of the reader. This is the species which the erudite commentator has chosen. The style of Phillips, the orator, is of the former description. Full of broad and dazzling metaphors, sudden antithesis, broken exclamations and bursts of passion.—You conceive the man to be always in a fury; and although many of his studied displays are calculated to arouse attention, and animate the spirit of an assembly predisposed to think with him, yet they are often turgid when they should be serene, and frequently address the passions before they have convinced the reason.

Dr. Johnson affords another example of style, peculiar, studied and pompous; but it conveys profound wisdom, pure morals, and a wonderful acquaintance with all the innermost recesses of the human character. It heaves and swells like the billows of the ocean; but like the ocean, it is deep and powerful.—*Lady's Book*.

TO PARENTS.

The right education of your children is dearer to you than any other earthly object; for a good education is a young man's best capital. To educate your children well, is to give them a fair start in the world; it is to give them an equal chance for the privileges and honors of manhood.

But, to keep them from school the most of the time—to furnish them with a miserable, useless teacher—to deny them the necessary and the most approved school books—to be unwilling to spend a little to procure papers and books for general information and reading—to do these things, or either one of them, is to do your children an incalculable injury.

You wish your children to be companions of the virtuous and the intelligent—then make them virtuous and intelligent; unless you do this, your children will be unfit for such society as you wish them to keep. You wish your offspring respected and influential—morality and intellect are always respected, and these qualities are always influential, too. You do not wish others to trample upon the rights of your children—you do not wish others to lead them, to think for them or to make them mere tools for ambitious ends. Then give them an education—a mind, that they may know and keep their rights—that they may think for themselves, and have the privileges of FREEMEN. Ignorance is always the vassal, the slave of intelligence. The educated man always has had, and always will have, the advantage of ignorance; and if you let your children grow up uneducated, you let them grow up to be tools and slaves of others. You cannot do your children a greater injury than to let them step into manhood uneducated; and in no other way can you do these free institutions a greater evil.

You ought to put into your children's hands every thing that assists or encourages them in their studies. Do not hesitate at the expense. If you can strengthen one moral feeling, or one intellectual faculty in your child, you are well paid for almost any expense. Wealth will not make offspring great or happy—happiness and greatness consists in virtue and knowledge. Let the education of your children, then, be your first care.—*Common Sc. Almanac*.

GENIUS.

Genius of every kind belongs to some innate temperament; it does not necessarily imply a particular bent, because that may possibly be the effect of circumstances; but, without question the peculiar quality is inborn and particular to the individual. All see and hear much alike; but there is an indefinable though wide difference between the ear of a musician or the eye of a painter, compared with the hearing and seeing organs of ordinary men, and it is in something like that difference in which genius consists.

Genius is however an ingredient of mind, more easily described by its effect than by its qualities. It is as the fragrance, independent of the freshness and complexion of the rose; as the light on the clouds, as the bloom on the cheek of beauty, of which the possessor is unconscious until the charm has

been seen by its influence upon others; it is the eternal golden flame of the opal, a something that may be extracted from the thing in which it appears without changing the quality of its substance, its form, or its affinities.—*Lady's Book*.

I saw a pale mourner stand bending over the tomb, and his tears fell fast and often. As he raised his humid eyes to heaven, he cried, "My brother!—oh!—my brother!"

A sage passed that way, and said,

"For whom dost thou mourn?"

"One," replied he, "whom I did not sufficiently love while living; but whose inestimable worth I now feel."

"What wouldst thou do if he were restored to thee?"

The mourner replied, that he would never offend him by an unkind word, but would take every occasion to show him his friendship, if he could but come back to his fond embrace.

"Then waste not thy time in useless grief," said the sage; "but if thou hast friends, go and cherish the living, remembering that they will one day be dead also."

"Why, neighbor Simple," said Mr. Farsight, one bright July morning, when Mr. Simple was mowing in a lot, where the grass stood so thinly, that the spires looked lonesome; "why, neighbor Simple, you had a fine lot here, with a strong soil, but your blades of grass are so far apart, that they might grow into hoop-poles and not crowd each other." "Yes," said Mr. Simple, "I've been thinking I was almost a fool, for I ought to have sowed a bushel of good hay-seed upon this piece, but the truth is, I bought only a peck and so I scattered it about so much the thinner, and now I see I've lost a ton or two of hay by it." "Well," said Mr. Farsight, "don't you think, you was about as near being a fool, when you voted, last town-meeting, against granting any more school money for sowing the seeds of knowledge in the midst of your children,—as you was when you scattered a peck of hay-seed, when you ought to have sowed a bushel? Now, remember, neighbor Simple, what I tell you; next year, wherever there is not grass in this lot, there'll be weeds."

ASSIMILATION.—If it be true, as some suppose, that one's nature assimilates to the nature of the food one feeds on, I should think a certain distinguished gentleman lived on files and handsaws, for his face is as rough as the one and his temper as jagged as the other.

HOW TO CATCH A PICKPOCKET.—They nab pickpockets in Boston, by taking an empty pocket-book, passing a string around it, and fastening one end to the pocket, and allowing the rogue to nibble. They soon make a desperate plunge, and are regularly caught. N. Y. Mirror.

ECLECTIC SCHOOL BOOKS

PUBLISHED BY
TRUMAN & SMITH,
Main Street, between 4th and 5th, UP STAIRS.
Cincinnati, 1839.

The publishers of the ECLECTIC SCHOOL BOOKS have removed their Book Establishment to the new buildings, a few doors above their old stand, and have enlarged their manufacturing facilities, by which they now issue ONE THOUSAND VOLUMES per day. They will make it their special aim to keep pace with the constantly increasing demand for these invaluable School Books, and customers may send in their orders with the assurance from us that they can be promptly answered.

• TRUMAN & SMITH,
At the School Book Depository, Cincinnati.
Cincinnati, May 1, 1839.

405,000

ECLECTIC SCHOOL BOOKS!

The simple fact that FOUR HUNDRED THOUSAND of the ECLECTIC SCHOOL BOOKS have been published within the very short time they have been before the public is the best evidence of their excellence. They are constantly for sale by GRIGG & ELLIOTT, Philadelphia. ROBINSON, PRATT & CO., New York. J. N. PATTERSON, } Pittsburgh. FORRESTER & CAMPBELL, } S. W. MEECH, St. Louis. GEO. HOLTON, Alton. W. D. SKILLMAN, Quincy. JAMES RICE, Jr. } Louisville. KELLOGG & PARKER, } JAMES MAXWELL, Jr. } And by the Booksellers and Country Merchants generally in the Cities and Towns in the Western and Southern States.

THE ECLECTIC SERIES

COMPRISES THE FOLLOWING WORKS:

ECLECTIC PRIMER,
ECLECTIC PROGRESSIVE SPELLING BOOK,
ECLECTIC FIRST READER,
ECLECTIC SECOND READER,
ECLECTIC THIRD READER,
ECLECTIC FOURTH READER,
RAY'S ECLECTIC ARITHMETIC,
RAY'S LITTLE ARITHMETIC,
RAY'S RULES AND TABLES,
MISS BEECHER'S MORAL INSTRUCTOR,
MANSFIELD'S POLITICAL GRAMMAR,
SMITH'S PRODUCTIVE GRAMMAR,
MASON'S YOUNG MINSTREL, a new Juvenile Music Book.

M'GUFFEY'S ECLECTIC READERS.

PITTSBURGH, Nov. 27, 1837.

To the Publishers of the Eclectic Series of School Books.
Gentlemen:—We have examined copies of the "Eclectic Series of School Books," and take pleasure in giving our testimony to their superior worth. During the period in which we have been engaged in the cause of education, a great variety of School Books have come under our observation; but we have never met with any works which so entirely meet our views as those comprised in the "Eclectic Series."

It would be impossible to point out all the merits, without entering too much into detail. The

author seems to have well understood the nature and laws of mind, and has excelled in imparting clear and well-defined ideas to the mind of his pupils. The easy, lively and familiar style in which the subjects are presented, excites and fixes the attention. The proper gradation is observed in the selection and arrangement of the lessons—keeping pace with the ability on the part of the little learners to overcome new difficulties. A sad deficiency in this respect is the characteristic of most of the Juvenile Books now in use in our schools. The skilful mixture of didactic and narrative pieces throughout, cannot fail to improve, especially when accompanied by the remarks of an intelligent teacher. The Rules for correct, easy, and agreeable reading prefixed to the lessons throughout the third and fourth Readers, and the Exercises in Spelling following the lessons in the three first readers, are well adapted to make thorough scholars.

Finally—the fine moral effect the whole series is designed to produce. This should be ranked among their most prominent merits. An education is not completed until there is united with the thorough discipline of the mind, a corresponding culture of the heart and affections. The Eclectic Series unite in much greater perfection, this intellectual and moral education of the pupils, than any other series with which we are acquainted, and is thus admirably adapted to make good children, as well as good scholars.

J. H. SMITH,
Principal of North Ward Public School.
WM. L. AVERY,
Principal of the 5th Ward Public School.
ISAAC WHITTIER,
Principal of the East Ward Public School.
WM. EICHBAUM,
President of 1st Ward Board of Directors, Pittsburgh.
THOMAS F. DALE,
HENRY P. SCHWARTZ,
School Director, Alleghany Borough,
LOUISVILLE, Ky., April 23, 1838.

To the publishers of the Eclectic Series of School Books
Gentlemen—It is some month since the appearance of the "Eclectic School Books" in this city and we are happy to say, that they receive the hearty approbation of both teachers and parents, and excite a deep interest in the minds of the scholars. These books have been arranged by practical and efficient teachers. President McGuffey, the principal one, is the most popular and useful lecturer on the subject of education that has ever honored our city. His singular and happy talent of illustrating whatever he undertakes, in a manner so clear and forcible as to carry conviction to every rational mind, has enabled him to adapt his books to the heart, the feelings, and the reason of those for whom they are intended.

The "Eclectic Arithmetic" by Dr. Ray, is decidedly a popular work, receiving the approbation of intelligent and practical teachers, and is well calculated to receive a wide and extensive circulation. Indeed the character of the individuals engaged in the preparation of this series, is a sufficient guarantee of their great value. Should any one, however, doubt the merit of these books, he has only to examine them to have his doubts removed.

We should, therefore, be pleased to see these valuable books introduced into all our schools; and we will cheerfully use every laudable effort to accomplish this object, by which a greater uniformity of Books may be used throughout our city, and thus obviate the great perplexity and increased expense incident to future changes. JAMES BROWN,

Professor in Louisville Collegiate Institute.
O. L. LEONARD, Principal of Inductive Seminary.
JOSEPH TOY, Principal of City School, No. 5.
L. W. ROGERS, Principal Fem. Dep. Center School.
E. HYDE, Principal Teacher City School, No. 7.
LYDIA R. RODGERS, Prin. Tea. Lou. City S. No. 6.
LOUISVILLE, April 24, 1838.

I consider it a misfortune that there is so great a variety of school books—they all have many excellencies, but are deficient in proper arrangement and adaptation. I have no hesitancy in giving my most unqualified preference to the Eclectic Series, by Presi-

dent McGuffey and others, and shall introduce them into all the city schools as far as my influence extends. SAM'L DICKINSON, Superintendent of Public Schools for the City of Louisville

RAY'S ECLECTIC ARITHMETICS.

The unprecedented popularity of Ray's Arithmetical course, prepared expressly for the Eclectic Series, induces the belief that they are the best works of the kind extant, and that they ought to be introduced into every school and academy in the country. See the following commendations from successful Teachers:

From Mr. Carpenter, of the 7th District School, Cincinnati.

I have used "Ray's Arithmetic" since its first appearance; and though I have met with many good treatises on this subject, in different parts of the United States, where I have taught for the last twenty years, yet I give this a decided preference over any other that I have examined or used.

April 3, 1839. J. CARPENTER.

From Mr. Sullivan, of the 9th District School, Cincinnati.

I have used "Ray's Arithmetics" in teaching, for about a year, and have been pleased with the effectual assistance they render in instruction. I think they are worthy to compete successfully, with the best systems of Arithmetic I have seen.

March 1, 1839. S. S. SULLIVAN.

From Mr. Telford, of Cincinnati College.
I have had occasion in the course of my instruction in the Preparatory Department of our Institution, to use "Ray's Eclectic Arithmetic;" and I take pleasure in commending it as a clear, simple, methodical, and complete Text Book.

CHARLES L. TELFORD.

Cincinnati College, March 29, 1839.

From Mr. Boggs, of the Springdale School.
After having used almost all the popular modern Arithmetics, I unhesitatingly pronounce Ray's decidedly the best I have ever seen.

April 6, 1839. J. BOGGS.

From Mr. Manning, of the Owen Academy.
I am using "Ray's Arithmetics" in my school, and can truly say, that although there are many excellent arithmetical works now in use; yet Ray's contain excellencies not found in the others. Their progressive arrangement and their adaptation to the capacities of learners, must, I think, render them very acceptable books to the friends of Education.

I have also used "McGuffey's Eclectic Readers" ever since they were first published, and consider them the best Reading Books extant.

S. N. MANNING.

From Mr. W. Collis, Teacher of Arithmetic in the Madisonville school.

Having been engaged in teaching (both in Europe and America,) for a number of years past, I have had ample opportunity of examining most of the Arithmetics in publication, as well in Europe as in this country: but of them I can confidently state that I have not seen one possessing equal merit with "RAY'S ECLECTIC ARITHMETIC," both as regards perspicuity and adaptation to the capacities of children. With such views I cheerfully recommend it to the patronage of the public.

May 23d. WM. COLLIS.

MANSFIELD'S POLITICAL GRAMMAR.

NEW EDITION.

A POLITICAL GRAMMAR OF THE UNITED STATES; or a Complete View of the Theory and Practice of the General and State Governments, with the relations between them. Dedicated and adapted to the young men of the United States. By EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College.—New Edition, containing Parliamentary Rules for the Government of Public Assemblies, arranged on the basis of Jefferson's Manual—also containing an Appendix of questions for review, adapting it to the use of Schools and Academies in the United States. Prepared for the Eclectic School Series.

Published by TRUMAN & SMITH,
At the School Book Depository, Cincinnati.